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ABSTRACT

A practicum addressed the high percentage of students lacking oral reading fluency in a primary resource class. The project used two basic strategies for increased oral reading fluency: repeated reading and paired reading. To measure the success of this project, the Brigance Oral Reading subtest was administered to 17 first, second, and third graders before and after a 12-week period. Results indicated a significant increase in the target students' fluency rates, and a significant decrease in the number of word errors. In addition, the amount of time that the students spent engaged in reading books increased and the number of books read by the target students increased significantly. (Fourteen references and 7 appendixes including data, a sample of the oral reading card, and a sample of the bar graphs created by the students to show the differences between the initial and final reading of their books are attached.) (Author/PRA)

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STRATEGIES TO INCREASE ORAL READING FLUENCY OF PRIMARY RESOURCE STUDENTS

by

Patricia A. Sutton

A Practicum Report

Submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

June/1991

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Signed Patricia A Sutton

Abstract

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Descriptors: Oral Reading/ Silent Reading/ Rapid Reading/ Reading(Elementary)/ Repeated Reading/ Whole Language/ Fluency/ Comprehension/ Paired Reading/Metacognition

The high percentage of students lacking oral reading fluency in a primary resource class was addressed in this practicum. This project used two basic strategies for increasing oral reading fluency: Repeated Reading (Samuels,1979) and Paired Reading (Topping,1989). The success of this project was measured by comparing the results obtained from a pre- and post-test given before and after a 12 week period. The Brigance Oral Reading subtest was used. The results indicated a significant increase in the target students' fluency rates and a significant decrease in the number of word errors. The amount of time that the students spent engaged in reading books increased and the number of books read by the target students increased significantly. Appendices include pre- and post- test scores from the Brigance Oral Reading subtest; comparisons of words per minute and word errors and percentages of increase and decrease; a sample of the oral reading card; and a sample of the bar graphs created by the students to show the differences between the initial and final reading of their books.

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CHAPTER I

Purpose

Background

The setting for this project was a K-6 elementary school located in a large metropolitan area. The target school served 720 students. The majority of students were from diverse ethnic backgrounds and were of a lower socioeconomic status. The neighborhood was naturally integrated so no busing occurred at the location.

The target population was comprised of 17 students from a primary resource room. There were two first graders, ten second graders, and five third graders. Thirty percent of the target group was girls and seventy percent was boys. Five of the students were Black, one was Hispanic, and eleven were White. Seventy percent of the target population was reading at or below a primer level. Fifty percent of these students came from single parent homes.

The students who qualified for the resource placement exhibited deficits in auditory or visual discrimination, memory, perception, visual-motor integration, auditory-visual integration, or other essential learning processes. These students had also shown a severe discrepancy between predicted and actual achievement in at least one of the following areas: oral or written expression, listening comprehension, mathematical calculation or reasoning, or basic reading skills or comprehension. One hundred percent of the target population qualified for special education in reading. Major weaknesses were shown to be phonic skills, oral reading, word recognition and comprehension. The major focus of the resource room was on skill attainment and word recognition. Since there was no method that addressed the oral reading deficit, the motivation for this project was to address this need.

The writer of this project had been at the target school for the past two years as a resource

teacher. Prior to the present assignment, the writer taught one year in the first grade at another school in the same district. Before that, the writer was employed in another state for three years as a special education resource teacher.

The author's major responsibilities were to provide remedial or compensatory instruction to any student who required an extensive range of services and programming not feasible in the regular classroom, to coordinate students' programs with the efforts of other school personnel and to provide on-going evaluation. The author also facilitated successful change in placement and encouraged parent involvement in their child's education.

One of the major concerns regarding special education students was the lack of reading fluency. The writer addressed this concern in the project.

Problem Statement

Over 35 years ago, R.B. Spalding, author of The Writing Road to Reading, said that there was

nothing in education more vital to the future of a country than that all children learn to read and write easily, rapidly, accurately and enjoyably. (Stalger, 1973) This is even more true in today's society. The ability to read is a basic skill of life. Without it, opportunities for personal fulfillment and job success are very limited. Reading is the basic tool for all academic subjects. It is the cornerstone for a child's success in school. (Anderson, et al. 1984)

Learning to read is a complicated task and there is no simple or single step which, if taken correctly, will immediately allow a child to read. Reading can be compared to playing tennis. First, the basic rules and skills must be learned, then the skills must be practiced. A good tennis player practices daily and for extended periods of time. Stalger (1973:215) stated, "To try to learn to read without having opportunity to practice the skills learned is inefficient, if not self-defeating."

For years, reading instruction in the primary grades was focused on training in phonic skills,

word structure and word identification. Lately, the Whole Language Program Approach has swept the country. The Whole Language Approach has provided a contrast to curriculum that was focused on small language parts such as letters, sounds and words. Whole Language Approaches were based on the idea that students were better able to build on their strengths when they were engaged in talking, reading and writing.

Gerald Bracey (1990), in his research on the use of whole language, found that in some locales whole language existed in name only, and in others it did not even attain that status. He found that whole-language-type instruction took up less than 10 percent of the nearly 6,000 minutes of observed reading instruction. By contrast, traditional practices (using basal readers or workbooks, emphasizing isolated parts of language, and overseeing seatwork assignments) occupied almost 70 percent of the observed reading instruction.

Teaching phonic skills, word structure and word identification still occupies much of reading instruction. But merely performing these

subskills does not constitute reading. Reading takes place only when these skills are put together into a smooth, integrated motion. Many primary teachers spend over one half of their day teaching the skills of reading, yet never provide a time for the children to actually read and enjoy a book. In order to develop children who read fluently and happily, a daily time needs to be provided for them to practice their reading skills by reading real books. (Huck, 1989)

Allington (1984) stated that achieving fluency was recognized as an important aspect of proficient reading, but it remained a neglected goal of reading instruction. Rasinski (1989), a reading and language arts education teacher at Kent State University, stated that fluency was best promoted when students were provided with materials that were easy in terms of word recognition, so that the students could move beyond decoding to issues of phrasing, expression and comprehension. Word errors slowed reading growth.

Anderson, et al. (1988) concluded that readers' fluency was directly related to oral reading errors and that lowering the rate of oral reading errors promoted reading achievement. Zvia Breniz (1987), who conducted studies in Israel and the United States on reading speeds, suggested that regardless of culture and language, pushing students to read about 20 percent faster decreased errors and increased comprehension. The study showed that the poorest readers had the biggest reduction in reading errors and the greatest gains in comprehension.

Anderson, et al. (1984) showed that the amount of independent reading children do in school was significantly related to gains in reading achievement. However, the amount of time children spend reading in the classroom was small. An estimate of actual reading time in a typical primary class was seven or eight minutes per day for the average student. In the target classroom, the students spent less than five minutes per day reading books as documented by the writer.

In Becoming a Nation of Readers (1984), the Commission on Reading stated that most children do not read very much during their free time. Furthermore, it was shown that the amount of reading students do out of school was consistently related to gains in reading achievement. For the majority of children, reading from books occupied one percent or less of their free time. In contrast, these children averaged 130 minutes per day watching television. In a survey conducted by the writer, the target population was asked to record the number of books and the minutes spent reading at home. The survey showed that an average of less than one book per week was read and less than ten minutes per week was spent in reading books at home.

The problem that existed at the target school in the primary resource room was not the acquisition of reading skills; it was the integration and practice of these skills to produce fluent readers. The Criterion Referenced Assessment Instrument (CRAI) was one instrument used by the district to assess special education

students' achievement in content areas. The results were then used to write present levels of performance and to develop an Individual Education Plan (IEP). The 89-90 reading scores showed no progress as compared to the previous year's results for the primary resource students in the area of oral reading. Through documented records of oral reading taken by the writer, the resource students read less than two books a month this year, and spent less than five minutes a day engaged in reading books. Using the Brigance oral reading subtest as a pretest to develop a baseline, the target students scored less than 60 words per minute (WPM) with an average of 6 word errors. (Appendix A:41)

One hundred percent of the resource students' oral reading was slow and laborious as noted on their present levels of their IEPs and the Brigance oral reading subtest. The goal of this writer was to develop a program that provided practice in order to increase the fluency rate and decrease the number of word errors in oral reading for the primary resource students.

Outcome Objectives

No matter how cleverly disguised reading groups are, children know who are the good and poor readers. They deduce this through observation. Good readers are the ones who read rhythmically, fast and rarely make mistakes. Poor readers are those who read slowly, haltingly and frequently stumble over words. When the target students were asked by the writer if they had improved in reading during the first semester, 80 percent of the students replied that they did not know if they had improved. When asked how they would know if they had improved, 65 percent of the students said that the teacher would tell them and 35 percent said that they would get a better grade on their report card. Specific behaviors that indicated that a student lacks metacognitive abilities were discussed by Sternberg and Wagner, as cited by Costa (1984:58), " Students seldom question themselves about their own learning strategies or evaluate the efficiency of their own performance."

Since oral reading is what signals a reading proficiency level to the listener, improvement in fluency and the reduction of word errors was the focus of this project. To promote critical thinking skills, students evaluated their own performances in oral reading.

After establishing a baseline using the Brigance oral reading test as a pretest and after 12 weeks of participation in an oral reading program, 100 percent of the primary resource students were predicted to:

1) increase their fluency rates by 25 percent when retested on the Brigance oral reading subtest and measured against the baseline;

2) decrease the number of word errors by 25 percent when retested on the Brigance oral reading subtest and measured against the baseline;

3) increase the amount of time spent engaged in reading books to 15 minutes per day as documented by daily reading cards;

4) increase the number of books read to three per week as documented by daily reading cards; and

5) evaluate their own oral reading performance by graphing the times of the initial and final readings of their books and discuss the results.

CHAPTER II

Research and Solution Strategy

Research

Traditional beginning reading programs stressed mastery of specific skills and often neglected reading practice to build fluency. Oral fluency rarely appeared as an instructional goal yet it was a characteristic of a poor reader. The lack of fluency often led teachers to believe that the poor reader was inefficient in word recognition or word analysis. The teacher then provided more instruction in letters, sounds or words in isolation, in the mistaken belief that more attention to this area would result in improved reading. (Allington, 1983)

There has been a great deal of information published that pertains to fluency and oral reading. The Neurological Impress Method (NIM), developed in 1966, is a system of unison reading

by the teacher and the student. The student is positioned slightly in front of the teacher so that the teacher's voice is being directed into the ear of the student. The student or the teacher points with a finger to the words that are spoken. At times, the teacher may read louder and faster than the student but when the student gains confidence and ability, the student should lead the reading while the teacher reads more softly. Janet Lerner (1985), author of Learning Disabilities, stated that the theory underlying NIM is that the auditory process of feedback from the reader's own voice and the voice of someone else reading the same material establishes a new learning process.

The usual NIM procedure involves daily 15-minute sessions for a total of six to ten weeks. No word analysis instruction, vocabulary, or comprehension is included. It has been documented as a successful method, requiring little or no instruction for the teacher, and can be used by aides, parent volunteers, or peer tutors. (Anderson, 1981)

NIM was designed to use one on one. A similar method, Choral Reading, can be used with a group of students. A passage is read in unison with the teacher or other fluent reader leading the reading. Choral Reading is perhaps the most common form of support reading. Support is achieved through the student hearing a fluent rendition of a passage while reading the same one. (Rasinski, 1989)

Echo Reading is another oral reading method with fluency as its goal. Using this approach, the teacher reads a phrase or a sentence first, and the student echoes what the teacher has read. The material should be short and at the instructional level of the student. Finger pointing is used to track the words as they are being read.

A slightly different approach to Echo Reading is a support system using taped stories. The student listens, reads, and rereads the story until the student can read the story fluently. This format allows students to work on their fluency independently.

Zvia Breznitz (1987), who conducted four studies on reading speed in Israel and the United States, concluded that under certain conditions, increasing first graders' oral reading rates has a significant effect on their comprehension and reading accuracy. Because they have limited short-memories, beginning readers, reading at their own pace, may not be able to keep track of the information needed to answer comprehension questions. Breznitz (1987) hypothesized that increasing beginning readers' oral reading rates may increase the similarity of the sounds of the words being read to the corresponding sounds of the same words in oral language.

In her studies, Breznitz recorded the speed of first grade students when they read at their own pace. This established a base rate. She also recorded answers to comprehension questions. Breznitz established new rates for the students by increasing their reading rates about 20 percent as they read from a computer screen. Both good and poor readers had fewer oral reading errors and

higher scores in comprehension in the fast-paced readings than in the self-paced readings.

Hoskisson, as cited by Anderson (1981), suggested a three-stage, oral instructional approach for beginning readers. Stage one starts when the student is young and the parent or teacher reads aloud, while the student echoes the words. In stage two, the teacher reads the story aloud omitting words that the student can supply. Stage three occurs when the student is reading most of the material and the teacher is supplying any words needed to maintain fluency.

Repeated Readings (RR) is a well documented, proven method to build fluency. In S. Jay Samuels (1979) original research done at the University of Minnesota, he explained the easily used technique of repeated reading.

> The method consists of rereading a short, meaningful passage several times until a satisfactory level of fluency is reached. Then the procedure is repeated with a new passage. (Samuels, 1979:404)

As the reading speed of the student increased, word recognition errors decreased. As the student continued to use this method, the

initial reading rate of each new selection was faster than the initial speed of the previous selection. The number of rereadings required to reach the target goal was also decreased. The fact that the starting rates were faster with each new selection and fewer rereadings were necessary to reach the goal indicated a transfer of training and a general improvement in reading fluency. (Samuels,1979)

Sarah Lynn Dowhower (1987) conducted a study to investigate the effect of repeated reading on second grade transitional readers' fluency and comprehension. Results showed that the reading rate, accuracy, comprehension, and prosodic reading (reading in meaningful phrases) were significantly improved by repeated reading practices regardless of the training method used. Two types of RR procedures were used in the Dowhower study. The first procedure was called the read-along procedure. It was used with students who read 25-45 words per minute(WPM). The students read along with a taped version of the story. The second procedure was called the

independent practice procedure where the students who were reading over 60 WPM read without the use of a taped story. Dowhower (1987) concluded that repeated reading worked. Students learned to read faster, more accurately, and with more understanding.

Topping (1989) reported another technique to give students practice in meaningful oral reading called the Paired Reading method. Each participant was matched with a partner of slightly higher reading ability. The participants were allowed to select their own books to read to their partner. When the story was too difficult for the less competent reader, the pair read out loud together. When an easier selection was made, the less competent reader read independently while the more competent reader supplied any unknown words. In the Topping (1989) study using the Paired Reading technique, the average tutee gained 3.3 times the normal reading rate, and the average tutor gained 3.5 times the normal rate. When implemented properly, a paired reading was a

worthwhile activity for both readers in the pair, since the method provided for more responsive instruction in oral reading. Perhaps the key to its successful implementation was the careful pairing of the students and the preparation of the more competent readers.

Solution Strategy

There were three solution keys necessary for the primary resource students in the writer's class to overcome their deficiencies in oral reading fluency. First was to increase the reading rate of each student. Second was to develop a system that increased the amount of oral reading done by each student. Third was to monitor and record the readings of the students and their growth.

The use of daily repeated readings with each student was used to increase reading rate. By reading the same selection over several times, the reader became familiar with the material, gained confidence and ability, and therefore increased

reading speed. By accelerating reading speed, students read more accurately and understood more.

It was difficult for the writer to spend a great deal of time practicing oral reading three or four times a day with each student. Paired reading was a strategy used to increase the amount of oral reading done by each student. Each selection was read a minimum of four times. Paired reading also provided for constant monitoring and recording of the repeated reading of each student.

The writer provided a variety of books at each student's instructional level. The writer also matched students into compatible pairs, and provided training and guidelines for the reading partners.

The reading partners were selected from older resource students, grades four through six, and were known as tutor partners. The target students were also paired with their classmates for the repeated readings and they were known as peer partners.

The writer combined these proven methods of increasing the fluency of oral readers to fit the unique needs of the target population. The students evaluated their own performances by graphing the results of the initial and final readings of their books and discussing the results.

CHAPTER III

Method

WEEK ONE

During the first week, the writer organized the collection of books in the resource room according to reading levels using colored dots to designate levels. The writer then ranked the target students according to their words per minute (WPM) scores on the Brigance. Since resource was a pull-out program and the students came at various times, the repeated reading was done at two different times to insure that all target students were included. Students who were in the resource room for reading from 9:15 - 10:30 were known as Group A. Group A included nine students: one 1st grader, three 2nd graders, and five 3rd graders. Students who were in the resource room for reading from 10:30 to 11:45 were known as Group B. This group included eight

students: one 1st grader, and seven 2nd graders. The writer consulted with the upper resource teacher about the selection of tutor partners. Special consideration was given to pair a target student with a member of the upper resource class who was able to monitor and record the results as stated in the guidelines set by the writer. The resource teachers coordinated a schedule that met the needs of the program.

The next step of the program included a training phase for the tutor partners. The writer met with the selected tutors and established guidelines for them to follow. The guidelines were as follows:

1) the tutor listened to the story being read;
2) the tutor prompted the student only after a three second delay;
3) the tutor kept the student on task;
4) there was no discussion of the story or unrelated facts; and
5) the tutor signed the reading card and dated it.

The second phase of the training was directed at the peer partners. All target students were also peer partners for the program. The peer partners were assigned their partners

according to their ranking on the Brigance. The group was divided in half and the top half of the group was paired with the bottom half. Since both members of the pair were target students, the partners read to each other using their own books. The target population was instructed in the guidelines of partner reading.

On Wednesday of week one, the repeated reading procedure began with the writer timing the selection and recording the number of word errors made by each student during the initial reading. On Thursday, nine 5th and 6th grade resource students(tutor partners) began the initial phase of partner reading with Group A. Partners were paired and directed to different parts of the room to begin reading. After the target students read a book, the tutor partners signed and dated the reading cards and left. The target students then returned to their desks and worked on their seatwork. Later that morning, eight 4th and 5th grade resource students(tutor partners) repeated the same procedure with Group B. Since the writer had done the initial reading, this was the second

reading of the target students' selections. On Friday of week one, peer partners were assigned and read to each other for the third reading of the selection. Since there was an uneven number of target students in Group A, the special education aide read with the first grader. Group B had an even number of students and were paired with each other.

WEEK TWO

On Monday of week two, the writer timed and recorded the results of the final reading of each student's selection on the reading card. (Appendix G:53) At this point, the student selected another book and a new reading card was made and attached to the new book. The target student read the new selection to the writer and the time and errors were recorded. On Tuesday of week two, the target students read to the tutor partners and to the peer partners. The procedure described on Monday and Tuesday of week two continued throughout the week with partner readings occurring on one day and timed readings with the writer occurring on alternate days.

WEEK THREE

Week three was a continuation of the reading process described in week two. On Friday of week three, the target students had read an average of five books. Each student made a double bar graph showing the initial and final timing of each book. (Appendix F:51) The students continued to graph each new selection after they had completed the final reading of that book. The writer and the target students discussed the results of the bar graphs. The students decided that the group read the final reading of a book faster than the initial reading. The students brainstormed reasons for the change and arrived at the following conclusion: when a student read a story several times, that student read faster, therefore became a better reader.

WEEK FOUR

The repeated reading process continued as described in week two. Tutor and peer reading occurred on one day and final and initial timed reading occurred on alternate days. The students

continued to graph the initial and final timing of each new book.

At the end of week four, the writer and the tutor partners met to discuss any problems. The tutor partners identified three major problems: 1) there were too many students reading at once so the target students had trouble concentrating on their own reading, 2) the room was too small to comfortably accommodate the pairs, and 3) there was too much movement caused by the pairs finishing the readings at different times. After brainstorming ideas, the group decided to use two tutor partners per day on a rotating basis. Each tutor partner read with three or four target students per day. The tutor partners were each assigned a working area in the room and called the target students to read indivdually. This strategy was implemented during week five.

WEEK FIVE

Beginning with week five, the tutor partners and the peer partners read daily. Through observation, the writer decided that the tutor

partners were able to time and record the initial reading. The tutor partners were instructed in the procedure used by the writer to record the data. The tutor partners were monitored closely by the writer to insure proper procedure was being followed.

During this week, the writer met with each target student for an individual reading conference. The writer listened to the final reading of a target student's book and then asked questions about the reader's selection using Bloom's hierarchy of thinking skills. The writer began with recall questions and moved to higher level questions including the levels of translation, interpretation, application, analysis, synthesis, and evaluation. Questions were fitted to each student's ability level. The writer recorded the comprehension results and the final timing and number of word errors on the reader's individual reading card. The reading conferences were repeated weekly. The revised tutor partner system described in week four

resulted in less disruption and better concentration for the target students.

WEEK SIX

The reading process continued during week six and the target students were reading their selections four times a day -- once to each of the tutor partners, once to a peer partner and the final reading was read to the writer. The writer noted the improvement in the reading rate of the students who were reading above the first grade level and reduced the number of readings to three per selection. Continued progress was made by these students.

WEEK SEVEN THROUGH ELEVEN

The reading process continued with no changes to the procedure.

WEEK TWELVE

During week twelve, the writer administered a post-test of the Oral Reading Subtest of the Brigance. (Appendix B:43) The results were compared to the pre-test scores. The percentage

of increase in WPM (Appendix C:45) and the percentage of decrease in word errors (Appendix D:47) was figured for each student. The writer counted the total number of books read by each student and tabulated the number of minutes each target student was engaged in reading books. (Appendix E:49)

Only two of the original 17 target students did not stay at the target school for the full 12 week implementation and their profiles were not completed.

CHAPTER IV

Results

The strategies used to increase fluency rates and reduce the number of word errors in oral reading changed the dynamics of the classroom by allowing the students to see the success and improvement made by repeated readings. After 12 weeks of participation in an oral reading program, a post-test of the Brigance oral reading test was given to each target student. One hundred percent of the primary resource students were predicted to increase their fluency rate by 25 percent when measured against the baseline. An analysis of the post-test scores revealed that 100 percent of the students did increase their fluency rate by at least 25 percent. The average increase in fluency rate was 58.9 percent. As indicated in Appendix C, the percentage of increase ranged from 28 percent to 98 percent.

One hundred percent of the students were also predicted to decrease the number of word errors by 25 percent as measured against the baseline. The comparison of word errors revealed that 87 percent of the target population reduced their word errors by at least 25 percent. The average decrease in word errors was 48.5 percent. As indicated in Appendix D, the percentage of decrease ranged from a 20 percent decrease to a 80 percent decrease.

The repeated readings and partner readings offered the target students the opportunity to practice reading orally. One hundred percent of the students were predicted to read 15 minutes per day. Forty-six percent of the target population read 15 or more minutes per day. The average amount of time each student spent engaged in reading books was 15.3 minutes per day with a range of 10 minutes per day to 20 minutes per day. (Appendix:E 49)

The majority of the students were anxious to read their books. The students read an average of 19 books during the implementation period. Twenty

percent of the students read over 25 books and 13 percent read fewer than 15 books.

One hundred percent of the students were able to evaluate their own reading performance by graphing the times of the initial and final readings of their books. When asked by the writer to explain the graphs in terms of reading improvement, all students were able to show and tell about their progress.

At the end of the implementation of this project, 87 percent of the original target group remained at the target school. Although each target student increased in fluency and decreased in their number of word errors, absenteeism on the part of several students had a negative effect upon the feasibility of meeting all proposed outcome objectives. The target population demonstrated improved thinking skills as shown by their own evaluation of their reading progress.

CHAPTER V

Recommendations

In view of the results of this project, it is recommended that the writer continue to integrate repeated readings and partner readings into the primary resource reading curriculum, and begin the procedure early in the school year. The students in the target group have shown significant gains in reading fluency which has resulted in an improvement in their self-esteem.

The writer shared the overall results of the project with the entire staff of the target school. The writer met with each target student's homeroom teacher and discussed each student's profile in more detail. It is recommended that the implementation strategies and results of this project be discussed with the special education zone consultant and the results be published in

monthly newsletter. It is further suggested that administrators encourage teachers to provide more time for students to practice their skills in the classroom by reading real books to teachers and peers. Parents can provide practice at home by listening to their children read.

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APPENDICES

APPENDIX A

Baseline Data from the Oral Reading Subtest of the Brigance

APPENDIX A

Baseline Data from the Oral Reading Subtest of the Brigance

NAME	WPM	LEVEL	ERRORS
A	39	P	4
B	59	3	4
C	27	P	5
D	60	3	4
E	13	P	9
F	50	2	5
G	28	P	4
H	48	3	5
I	53	P	4
J	45	2	6
K	41	P	5
L	31	P	5
M	29	P	9
N	53	P	4
O	12	P	9
P	14	P	10
Q	14	P	14

APPENDIX B

Post-test Data from the Oral Reading Subtest of the Brigance

APPENDIX B

Post-test Data from the Oral Reading Subtest of the Brigance

NAME	WPM	LEVEL	ERRORS
A	50	P	3
B	87	3	3
C	53	P	3
D	97	3	2
E	24	P	5
F	99	2	1
G	52	P	2
H	70	3	2
I	86	P	1
J	83	2	2
K	60	P	4
L	53	P	3
M	42	P	4
N	73	P	1
O	--	P	-
P	--	P	-
Q	19	P	11

APPENDIX C

Comparison of Words Per Minute

APPENDIX C

Comparison of Words Per Minute

NAME	PRE-TEST SCORES	POST-TEST SCORES	% of INCREASE
A	39	50	28
B	59	87	47
C	27	53	96
D	60	97	61
E	13	24	45
F	50	99	98
G	28	52	85
H	48	70	46
I	53	86	62
J	45	83	84
K	41	60	46
L	31	53	71
M	29	42	45
N	53	73	38
O	12	-	-
P	14	-	-
Q	14	19	35

APPENDIX D

Comparison of Word Errors

APPENDIX D

Comparison of Word Errors

NAME	PRE-TEST SCORES	POST-TEST SCORES	% of DECREASE
A	4	3	25
B	4	3	25
C	5	3	40
D	4	2	50
E	9	5	45
F	5	1	80
G	4	2	50
H	5	2	60
I	4	1	75
J	6	2	66
K	5	4	20
L	5	3	40
M	9	4	55
N	4	1	75
O	9	-	-
P	10	-	-
Q	14	11	21

APPENDIX E

Reading Card Data

APPENDIX E

Reading Card Data

NAME	NUMBER OF BOOKS READ	MINUTES OF READING PER DAY
A	15	16
B	21	20
C	19	12
D	19	18
E	25	15
F	16	16
G	19	13
H	15	10
I	21	13
J	30	20
K	24	16
L	19	12
M	26	10
N	14	14
O	-	-
P	-	-
Q	7	10

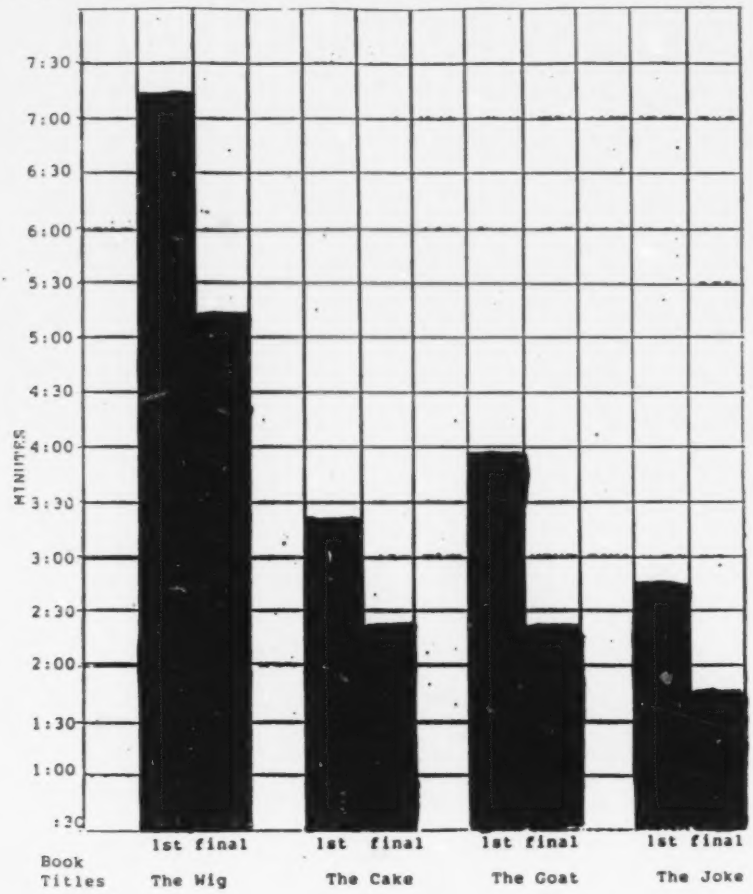
APPENDIX F

Sample of a Bar Graph

Appendix F

Sample of a Bar Graph

Each target student graphed the initial and final timing of the books that they had read during the 12 week implementation.



APPENDIX G

Sample of the Reading Card

Appendix G

Sample of the Reading Card

Each reading partner signed and dated the reading card after listening to the target student read the book. Recording of times and word errors occurred at the initial and final readings only.

Student's Name
Book Title
Tutor's Name date time errors
Tutor's Name date
Tutor's Name date
Tutor's Name date time errors